

ACCEPTABLE



2019-2020



























INSPECTION REPORT

UK CURRICULUM

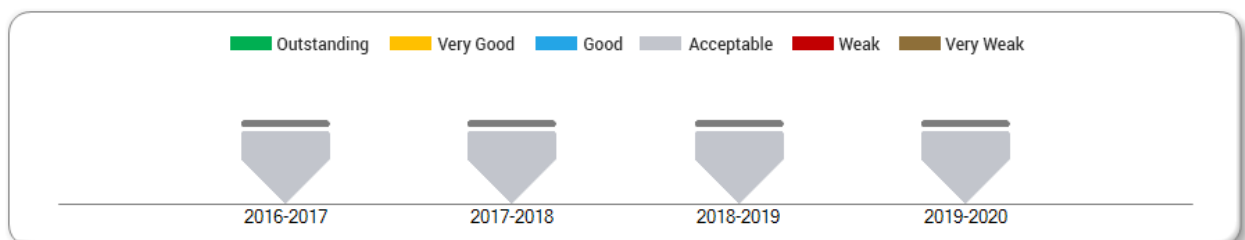
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School Information

General Information	 Location	Motor City
	 Opening year of School	2014
	 Website	www.gemsmetropoleschool-dubai.com
	 Telephone	+97145507200
	 Principal	Naveed Iqbal
	 Principal - Date appointed	1/5/2020
	 Language of Instruction	English
	 Inspection Dates	13 to 16 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS 1-Year 13
	 Number of students on roll	2745
	 Number of Emirati students	34
	 Number of students of determination	283
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	177
	 Largest nationality group of teachers	British
	 Number of teaching assistants	64
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	2
	 Teacher turnover	28%
Curriculum	 Educational Permit/ Licence	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GCSE, IGCSE, AS and A level
	 Accreditation	BSO and BSME
	 National Agenda Benchmark Tests	GL PTE, PTM and PTS

School Journey for GEMS METROPOLE SCHOOL



Summary of Inspection Findings 2019-2020

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Student outcomes

- Attainment and progress show improvements in the Foundation Stage (FS) and in the primary phase. These remain acceptable in other phases, but progress in science in the secondary phase has improved. Progress and attainment remain acceptable in Islamic education and Arabic in the primary phase. Elsewhere, Arabic remains weak. Learning skills are good in FS and in the primary phase, and acceptable elsewhere.
- Students' personal and social development is very positive in all phases. Students behave very well and show positive attitudes to others and to their work. Appreciation of Islamic values, and Emirati and other cultures remains well developed, as does students' environmental and community responsibility in the primary, secondary and post-16 phases.

Provision for learners

- Teaching and assessment have improved and are good in FS and in the primary phase. Teaching and assessment in English, mathematics and science are good or better in the secondary phase, but the overall quality is acceptable when lessons in Islamic education and Arabic are taken into account. Some aspects of assessment in the post-16 phase are not fully developed.
- The design of the curriculum has improved in FS. It is good in all phases except in post-16, where there is a need for some broadening of choices. Adaptation of the curriculum has improved in the primary, secondary and post-16 phases.
- Staff implement the school's arrangements for health and safety very well. Care and support have improved to very good. The school is very inclusive. Specialist staff identify and support students of determination very effectively to enable them to make good and better progress.

Leadership and management

- Governance has improved. Governors support the school and exercise accountability effectively. Partnerships with parents and with others continue to be very good. Leadership remains good. Teachers have implemented improvements in many aspects, although outcomes in some subjects are proving difficult to raise. Facilities and human and other resources have been augmented, and are now very good.

The best features of the school:

- Partnership between governors and senior leaders, and effective hard work from teachers, which together have led to many improvements in outcomes
- Students' behaviour and attitudes towards others and to their work
- The high quality and effective implementation of the school's arrangements for health, safety, care and support
- The very effective identification of barriers to learning and support for students of determination
- The very positive partnerships with parents and enhanced staffing, facilities and resources.









Key recommendations:

- Improve students' progress and attainment in Arabic, particularly in the secondary and post-16 phases.
- Spread good practice in teaching and assessment so that lessons are more consistently of high quality across phases and subjects.
- Broaden the range of curricular options in the post-16 phase.

Overall School Performance

Acceptable

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Good ↑	Acceptable	Acceptable
	Progress	Good ↑	Good ↑	Acceptable	Acceptable
 Mathematics	Attainment	Good ↑	Good ↑	Acceptable	Acceptable
	Progress	Good ↑	Good ↑	Acceptable	Acceptable
 Science	Attainment	Acceptable ↑	Good ↑	Acceptable	Acceptable
	Progress	↑ Good	Good ↑	Good ↑	Acceptable
 UAE Social Studies	Attainment		Good		

		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good ↑	Good ↑	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good ↑	Good ↑	Acceptable	Acceptable
Assessment	Good ↑	Good ↑	Acceptable	Acceptable

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good ↑	Good	Good	Acceptable
Curriculum adaptation	Acceptable	Good ↑	Good ↑	Good ↑

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Very good
Governance	Good ↑
Management, staffing, facilities and resources	Very good ↑

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments

is above expectations.

- Attainment in GL tests in 2019 improved to good in English and mathematics, and to very good in science. School leaders have ensured improvement in students' performance in National Agenda benchmark tests. Students' achievement in GL tests in relation to their potential, as measured by Cognitive Abilities Tests (CAT4), is very good in English, mathematics and science.

Impact of leadership

meets expectations.

- School leaders are addressing recommendations from the National Agenda benchmark reports. They have developed detailed plans, and regularly monitor the school's progress towards its targets to ensure improvement. Teachers are consistent in using information from CAT4 tests across subjects and phases.

Impact on learning

is approaching expectations.

- Leaders and teachers are promoting opportunities for critical thinking. Students use an increasing range of techniques to generate ideas, usually with guidance from teachers. They carry out simple independent enquiries. Teaching to develop students' acquisition of essential research skills is inconsistent.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Improve outcomes for those students whose achievement in relation to their measured potential is not positive.
- Ensure that all students develop a range of learning skills through the integration of reasoning, problem-solving, decision making and enquiry and research activities into lessons.

Moral education

- Moral education is taught in English as a weekly separate subject. Although it is occasionally integrated with other subjects, cross-curricular links are underdeveloped.
- The curriculum for moral education is well planned to ensure progression of skills and personal development. Lessons are engaging, with an appropriate range of resources to promote active learning and critical thinking.
- Teachers use a variety of approaches to assessment, including student self-reflection, to evaluate learning and progress. Parents are informed of their children's outcomes.

The school's implementation of the moral education programme is meeting expectations.

For development:

- Reinforce students' understanding of moral concepts through planned links with other subjects.

Reading across the curriculum

- Most students can read adequately in English, but some do not fully understand what they are reading. For most Arab students, reading skills in Arabic are at an early stage. Reading strategies are not fully developed.
- Teachers of all subjects are aware of their role and responsibility in improving students' reading literacy. The quality of the support which they provide is variable.
- School leaders plan effectively for whole-school development of reading. Staff training activities and investment in resources support improvements in students' reading literacy.
- The school promotes a love of reading through themed days and through engaging reading activities, which have a positive impact, especially in FS and the primary phase.

The school's provision leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Teach students a wider range of reading strategies.
- Share students' reading levels with teachers of all subjects, especially in the secondary phase, so that teachers are fully aware of those students who need support, and can plan to meet the full range of reading needs.

Innovation

- Students have some opportunities to research and to be creative, for example in one lesson when they were asked to find out about impoverished countries and propose solutions.
- Through practical activities such as the composting initiative and the design of a sensory garden, students' social responsibility is growing.
- Some innovative approaches, such as a controlled burning of a model to illustrate the spread of the Great Fire of London, are used, but development of students' innovation skills is not fully embedded in lessons.
- Students benefit from some opportunities to develop and apply innovation skills, to use technology and to be entrepreneurial, but the opportunities are not widespread.
- Leaders have begun to create a culture of innovation through drawing up an innovation action plan. Key staff have responsibility for the promotion of creativity among students and for helping others to use innovative approaches.

The school's promotion of a culture of innovation is emerging.

For development:

- Embed students' skills of innovation more widely in their daily experiences.

Main Inspection Report

1. Students' achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In all phases, most students demonstrate appropriate understanding of Islam. There are some gaps in their knowledge of Seerah and the Pillars of Islam. Students in the secondary phase, especially native Arabic speakers, are making slower progress than those in the primary and post-16 phases. There has been a slight improvement in the primary phase.
- Students in the early primary phase are confidently developing their memorisation and recitation skills. In the secondary and post-16 phases, students improve the application of their knowledge to real life when they discuss Islamic concepts, and infer the rationale behind Islamic laws.
- Both boys and girls are making steady improvement in explaining key words in Islamic texts. Students' work reflects an adequate level of challenge in assessment and learning objectives, but these aspects are less evident in lessons for Arabic speakers.

For development:

- Reduce the gaps in students' knowledge of Seerah and Islamic principles, especially for Arabic speakers, by adapting the curriculum to ensure an appropriate emphasis on these aspects.
- Improve recitation skills in the secondary and post-16 phases.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Weak	Weak

- In the primary phase, students are more confident in using language in different contexts. They can analyse literature at an age-appropriate level. Information from internal assessments does not reflect students' levels of attainment in lessons, and is too positive.
- Students' ability to read with expression is underdeveloped in the secondary and post-16 phases. The knowledge of grammar and rhetorical skills is better in the primary phase. Extended writing is underdeveloped in all phases.
- Grouping students on their abilities and needs has so far had little positive impact on their language skills. School leaders and heads of department are working with teachers to improve teaching, but students' progress in the secondary and post-16 phases is too slow.

For development:

- Match learning tasks to the prior attainment and learning needs of students.
- Improve the learning environment and make activities more engaging.
- Raise teachers' expectations and improve students' skills in extended writing.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Not applicable
Progress	Not applicable	Acceptable	Weak	Not applicable

- Students' abilities to use the language to express themselves are stronger in the primary phase. Speaking is less developed in the secondary phase due to the lack of challenge. The learning environment does not fully engage students, and so their progress is hindered.
- Teachers do not successfully take account of the wide range of students' starting points and prior attainment. This is limiting their progress in both phases, especially in writing. Underdeveloped speaking and listening skills are hampering progress.
- Staff have been trying to quantify students' years of study, and to match learning tasks to their needs. So far this has had very limited impact on attainment, partly as a result of earlier inaccurate measurement of what students could do.

For development:

- Motivate students to speak using appropriate levels of language as set out in Ministry of Education (MoE) expectations, and develop their listening skills.
- Monitor students' notebooks consistently and comprehensively to measure progress over time in writing, and take appropriate action when there is lack of progress.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good ↑	Acceptable	Acceptable
Progress	Good ↑	Good ↑	Acceptable	Acceptable

- A strong emphasis on the development of reading and writing, from FS onwards, ensures that progress accelerates and attainment rises as students move through the primary phase. Most students, in all years, demonstrate very effective speaking and listening skills.
- Attainment and progress in the secondary and post-16 phases are affected by the significant number of students, particularly boys, who join the school at different points. This contributes to the attainment gap between boys and girls in IGCSE examinations.
- Teaching approaches place emphasis on investigative learning and support the development of the skills of literary analysis. Students in Year 13 are able to draft, edit and evaluate the effectiveness of their own writing, guided by a clear understanding of the assessment criteria.

For development:

- Raise the attainment of boys in IGCSE examinations.

Mathematics






	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good ↑	Good ↑	Acceptable	Acceptable
Progress	Good ↑	Good ↑	Acceptable	Acceptable

- In FS and the primary phase, attainment has significantly improved. Results in available benchmarking tests are very positive for the primary phase. In the secondary phase, students' progress has improved slightly since the beginning of the year. Progress in the post-16 phase is less pronounced.
- An area of weakness for younger students is the acquisition of sufficient skills of reasoning and problem-solving. This can be attributed to insufficient higher-order reading and mathematical language skills. Attainment in the post-16 phase remains an area for improvement.
- The school has identified the need to continue to develop the skills of mental mathematics in the primary phase, and to give students more exposure to problem-solving activities that relate to real life.

For development:

- Build on the positive practice in the primary phase to improve progress rates for older students, particularly in the post-16 phase.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable 	Good 	Acceptable	Acceptable
Progress	Good 	Good 	Good 	Acceptable

- In FS, and in the primary and secondary phases, the majority of students are making progress above expectations. Improvements in understanding of scientific concepts are evident in all phases.
- Practical scientific activities are common in FS and in the primary phase. Across the school, students are improving their abilities to make predictions, to investigate, to report their observations and to evaluate them.
- Improving use of assessment information, clear learning targets, and monitoring and support for individual students and groups of students are all having a positive effect on students' performance.

For development:

- Improve progress in the post-16 phase.
- Offer more challenge in lessons, particularly in the secondary and post-16 phases, by providing more opportunities for practical investigations.
- Design activities so that students are able to use the full range of learning skills and have time to reflect about their learning.

UAE Social Studies

All phases

Attainment	Good
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- Information from internal assessments accurately reflects the levels of attainment of most students in lessons and in their workbooks. Overall, the knowledge and skills of a large majority of students are above curriculum standards in the main domains of the subject.
- Students in the primary phase can identify the heritage landmarks in their own countries and compare these landmarks with those in the UAE. In the secondary phase, they can justify why it is important to protect traditions in the UAE.
- Students have opportunities to improve their vocabulary relevant to the subject. They can apply their critical thinking skills when they read maps and discuss historical and geographical topics. Their communication and presentation skills are in line with expectations.

For development:

- Provide students with more opportunities to enhance their communication and presentation skills, especially with regard to aspects of social responsibility.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good ↑	Good ↑	Acceptable	Acceptable

- Children in FS and students in the primary phase have good opportunities to acquire and use learning skills. They have opportunities to collaborate in most classes, and do so effectively. Their awareness of what they need to do to improve is strengthening.
- From FS onwards, students enjoy opportunities to document their learning, to develop presentations and to conduct research. Critical thinking skills are developing, with some variability across subjects and phases.
- Students have opportunities to connect their learning to the real world, especially in FS and in Islamic education, UAE social studies and science. The development of independent learning skills is variable, particularly in the secondary and post-16 phases.

For development:

- Ensure that students know their strengths and weaknesses and how to take steps to improve.
- Develop students' critical thinking and independent learning skills more consistently.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students' behaviour and attitudes to others and to their work are usually exemplary. Misbehaviour is rare, but occurs occasionally when lessons are not engaging. Students are self-reliant and happy to take risks in their learning. They make a significant contribution to the school.
- Students' relationships with their teachers and fellow students are positive and based on mutual respect. Rates of attendance are high. Students are very aware of how to lead safe and healthy lifestyles.
- The school places a strong emphasis on the promotion of students' emotional intelligence and personal development, which contributes to the friendly and welcoming atmosphere. Students exhibit high levels of care and support for others, including students of determination.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- School events and projects such as National Day, international celebrations and Holy Qur'an competitions develop a positive understanding of Islamic values and UAE culture across phases. The impact of these activities is complemented by the curricula in Islamic education, Arabic and UAE social studies.
- Students have a good knowledge of their own cultures and world civilisations, especially in the secondary and post-16 phases. They show respect for, and appreciation of, other religions. They enjoy learning about and practising art, music and drama activities related to other cultures.
- Displays in the school are rich with regard to world cultures and humanities. Features of Islamic and UAE culture are more limited. Children in FS are improving their awareness of world cultures at an age-appropriate level, but at a slower rate.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Acceptable	Good	Good	Good

- Students in all phases are involved in work that supports the development of their social responsibility. They engage in community and outreach activities, and play a role in developing innovative practices in the school.
- Students willingly participate in charity events and awareness campaigns, thus consolidating their roles in the school and the wider community. Their involvement in planning and implementing innovative tasks and sustainability projects strengthens and sharpens their work ethic and determination.
- The increased exposure to entrepreneurial projects and sustainability schemes is starting to have an impact on students' social responsibility. Innovation and social skills are underdeveloped in FS.

For development:

- Enhance school displays to promote Islamic values and UAE heritage and culture more widely.
- Provide children in FS with more opportunities to develop innovation, responsibility, and knowledge of the UAE.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good ↑	Good ↑	Acceptable	Acceptable

- A very positive learning culture exists in classrooms throughout the school. Almost all teachers have strong subject knowledge. Many use their understanding of how students learn to design stimulating learning activities that meet the needs of students, especially in FS and the primary phase.
- Teachers' questioning usually promotes thoughtful and considered responses. Students are often engaged in meaningful discussions. Critical thinking is well developed in English classes, but not consistently encouraged elsewhere. Opportunities for research are well planned in some classes.
- Analysis of assessment information and the widespread use of group work result in most teachers meeting students' needs. In the best classes, students spend time in preparation and in thinking before answering important questions, but in others the pace is rushed.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good ↑	Good ↑	Acceptable	Acceptable

- Assessment systems are increasingly reliable in FS and the primary phase. Reliability of assessment is improving in the secondary phase, but remains an area for development in the post-16 phase. Teachers' assessments are improving in Islamic education, but are still not sufficiently rigorous in Arabic.
- Teachers keep detailed profiles for each of their students. Most are able to identify those students whose expected progress is not being maintained. Assessment information is not consistently used to influence teaching, the curriculum or students' progress.
- Teachers' knowledge of their students and support for their learning is strongest in English, where students are regularly and actively engaged in assessment of their own learning and that of their peers.

For development:

- Give students more time to reflect on their learning.
- Use assessment information to modify the curriculum, and adapt teaching to meet the needs of different groups.
- Assess students' attainment at the appropriate level, and use the information to accelerate progress.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good ↑	Good	Good	Acceptable

- The curriculum has a clear rationale and is well aligned to the school’s vision. The curriculum in FS has improved and provides opportunities for investigating and exploring. It gives children a secure base for their academic and personal development.
- The curriculum is effective in developing a balance of knowledge, skills and understanding. Careful planning is underpinned by regular reviews. Improved curricular links across phases ensure that there is continuity and progression in learning as students move through the school.
- Although wide in range, post-16 courses lack the variety needed to cater for the needs of students who are not suited to A level study. The curriculum is enhanced by a suitable range of extra-curricular activities.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Acceptable	Good ↑	Good ↑	Good ↑

- Teachers plan and implement effective programmes to meet the needs of students, including students of determination and those of higher ability. They ensure that there is an appropriate level of challenge. The curriculum is well planned to engage students in creative and entrepreneurial activities.
- Students have some opportunities to use technology innovatively. Engaging extra-curricular activities include sports, the arts and opportunities to show responsibility within the local community.
- The curriculum offers a wide range of opportunities to promote students’ knowledge and understanding of the heritage, culture and values that underpin life in the UAE. This is less evident in FS. Coherent learning experiences are embedded in most aspects of the curriculum.
- Arabic is not offered in FS.

For development:

- Provide a wider range of options to meet the needs of students who are not suited to traditional IGCSE and A level courses.
- Ensure that there is greater emphasis on developing children’s understanding of the UAE’s culture and society in the FS curriculum.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Staff, students and parents are fully aware of the school’s comprehensive set of policies and procedures. The buildings and equipment are maintained in excellent condition. Safety checks are frequent and rigorous. The school is a very safe, secure and healthy environment.
- Supervision of students is exceptionally effective at all times, particularly during arrival and departure and at break times. The school maintains very detailed and secure records of incidents and subsequent actions, including maintenance issues and how these are addressed.
- Health promotion is integrated throughout the curriculum. Students are involved in many sporting and other health-promoting activities. Students’ lunchboxes in all phases contain predominantly healthy foods. A growing number of students walk or cycle to school.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Relationships between students and staff are respectful. The well-being and personal development of students are priorities. Students frequently demonstrate caring and supportive attitudes towards their more vulnerable fellow students.
- The school has clear systems for monitoring attendance and punctuality, and responds promptly to any concerns. Well-structured procedures for identifying students of determination and those who have gifts and talents ensure that students’ strengths and learning needs are identified promptly.
- Collaborative working between teachers and inclusion staff supports the provision of activities and learning to meet students’ needs. The school offers individual counselling and personal support for students on important areas such as mental health, healthy lifestyles and careers.

For development:

- Build on current effective practice to develop collaborative approaches so as to increase teachers’ confidence in meeting students’ needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The school has a highly inclusive vision and ethos. Students of determination are warmly welcomed. The inclusion champion and inclusion governor ensure that students of determination are included in all aspects of the school community, as far as possible.
- Students of determination are promptly identified and their needs accurately diagnosed, formally and informally. Almost all achieve the targets set in their individual education programmes (IEPs). Enhanced transition arrangements at the point of admission significantly reduce referrals later in the year.
- Parents are highly valued partners in their children's learning. They feel very well informed, and have access to high quality guidance. The school provides regular, insightful updates to parents about their children's progress, and includes them in all aspects of care and support.
- Additional training and a significant increase in specialist support have led to notable improvements in teachers' skills and confidence in meeting students' needs. The innovative Small Steps Centre for students on the autistic spectrum provides life-changing support for students and their families.
- In all phases, students of determination are moving closer to age-related expectations in most subjects. Almost all in FS and the primary stage, and most in the secondary and post-16 stages, are making very good progress over time in English, mathematics and science.

For development:

- Build on improvements to develop alternative curriculum opportunities and additional support for students of determination at the secondary and post-16 stages, to ensure that all make very good progress in their learning.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Very good
Governance	Good ↑
Management, staffing, facilities and resources	Very good ↑

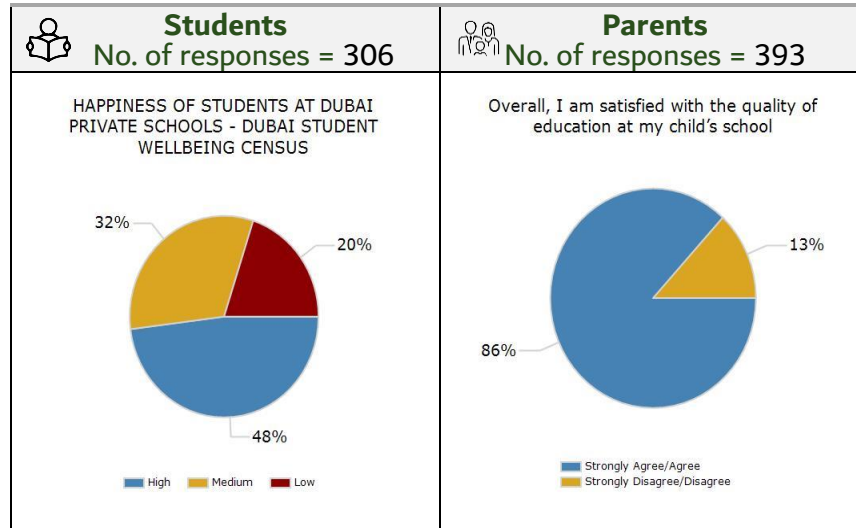
- The former principal worked with senior leaders, governors and staff to improve the school, with a great deal of success. The new principal has been in post for a relatively short time, but is already engaging well with parents and working effectively with the expanded senior leadership team. All have a record of success, understanding of best practice and a strong commitment to inclusion and to the UAE National Agenda. Leaders at all levels respond well to their delegated responsibilities.
- Senior leaders involve all teachers in employing a wide range of useful ways of gathering and evaluating information on the work of the school. They monitor the quality of lessons and use the information well in planning professional development activities, and as part of a systematic scheme of appraisal. Teachers have implemented appropriate improvement plans and have been successful in addressing most recommendations from the previous inspection report. Attainment and progress in Arabic have not shown significant improvement.
- The school continues to engage parents successfully as partners. Most parents are strongly supportive of the school. They value the wide range of ways in which the school keeps them informed. Parents' contributions help the school to improve. Increasingly, their views are sought and taken into consideration. The school has a growing number of links nationally and internationally. Growing partnerships within the community are providing students with appropriate opportunities for work experience.
- Corporate officers work well in partnership with the school and the Local Advisory Board, which includes parents. They exercise effective governance. They gather the views of stakeholders and are responsive to suggestions and concerns. They have a detailed knowledge of the quality of the school's work. They systematically hold leaders to account and monitor their progress towards meeting key performance indicators. Governors have improved leadership capacity in the school, and are increasing the supply of teaching assistants.
- Leaders manage the work of the school very effectively. Teachers are well qualified and benefit from professional training which helps them to achieve better outcomes for students. The premises and facilities are of high quality, as are resources for effective teaching and learning, and they are used well. There is scope for a reduction in the size of some classes.



For development:

- Identify barriers to improvement in attainment and progress in Arabic, take the required action to address them, and monitor closely progress in addressing the inspection recommendations about these subjects.
- Implement plans to reduce class sizes.

Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection. They helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Almost all students who responded to the survey indicate that they feel safe in the school. They are generally positive about the school's ethos, though the positive response is lower than the average for all Dubai schools. Most state that there is no physical, social or cyber-bullying, but only around half feel that there is no verbal bullying among students.
 Parents	<ul style="list-style-type: none"> Parents who responded to the survey feel that their children are safe in the school. Most are satisfied with the quality of education, though some have concerns about value for money. They feel that the school listens to them, and that their views are taken into account. A few think that bullying is an issue. A small number made negative comments on a range of issues, including communication and extra-curricular activities. Inspection findings generally support parents' views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae